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ABSTRACT

A study was conducted to determine whether children in revising their writing to accommodate new information would make corresponding textual changes to preserve appropriate focus and cohesion. The subjects, 48 children each from grades three, six, and nine, were presented with a task that involved descriptions of pictures with incongruent information. The results showed that children of all ages shifted focus when it was appropriate, but that younger children tended also to shift focus when the task demanded a constant focus. The findings suggest that the apparent disinclination of students to undertake substantial revisions may be due in part to their inability to handle secondary problems of focus and cohesion. (FL)

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CHILDREN'S PROBLEMS WITH FOCUS AND COHESION IN REVISING

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National Assessment of Educational Progress results show that students seldom perform major structural or content revision of their writing. Could they, if they tried, or do immature writers lack certain competencies necessary for deliberate radical reformulation of their utterances ? In the present study subjects encountered situations in which new information made the need for content revision obvious. The objective was to see whether, in revising their texts to accommodate new information, they would make corresponding textual changes to preserve appropriate focus and cohesion.

Method

Subjects

The study included 48 children at each of three grade levels: grades three, six and nine. Subjects from the three grades were randomly assigned to one of three groups: control group 1, control group 2 and experimental group.

Testing materials

Testing materials consisted of a series of 16 cartoon-like drawings; the 16 line deawings were generated from the following equation: 4 general topics x 4 conditions (see below). The pictures were designed so that a portion of each picture illustrating a simple scene could be shown; the full pictures portrayed more complex scenes incorporating the simpler ones. Each child was shown one picture under each condition and no subject saw more than one picture from a given topic. There were thus four different series

of pictures derived from this design, which were each given to four subjects in each group.

Procedure

Control group 1. Subjects were shown the full pictures and asked to describe each in one or two sentences. All four pictures were administered in one session that lasted approximately 15 to 25 minutes.

Control group 2. Subjects were shown the first part of the first picture and asked to look at it for 15 seconds. They were then shown the full picture and asked to describe it in one or two sentences. The task was then repeated for the next three pictures in the series.

Experimental group. Subjects were shown the first part of the first picture and asked to describe it in one or two sentences. They were then shown the full pictures and asked to convey all the information it contained in one or two sentences. The experimenter said:"Now this is the whole picture. I want you to write in one or two sentences what's happening in THIS picture." The task was then repeated with the second picture. Testing for this group was extended over two sessions administered on the same day, usually one in the morning and one in the afternoon. Thus, subjects in all three groups wrote four sets of sentences during one session.

Description of conditions

There were four revision conditions, generated from the following equation: 2 revision demands x 2 levels of dramatic content. (See Appendix A for illustrations). Thus, the four possible conditions were:

Object change-no drama. Under this condition, the main figure of the picture remained constant from the partial to the full picture. The discrepancy between part and whole consisted of adding an incongruent component in the full picture.

Object change-high drama. The task under this condition is essentially the same as in the no-drama condition outlined above. The difference between the two lies in the first part of the pictures. Under the high drama condition, the event taking place in the partial picture is made more salient through an added dramatic element. This should lead to greater difficulty in integrating the information presented in the full picture. Pictures in this condition again allow for changing the object and verb of the sentence, while keeping the subject constant.

Sentence restructuring-no drama. While the first two conditions allowed for changing the object and verb of the sentence, under this and the following conditions, very little of the original sentence can be preserved if shift of focus is to be represented appropriately. The partial picture shown to the child appears to be complete in itself and its main figure is clearly highlighted. The total picture, however, reveals that the first part is only one of the many incidents taking place in a broader context.

Sentence restructuring-high drama: The difference between this condition and its no drama counterpart lies in part 2 of the picture, which includes a more dramatic element. The added dramatic element should make the action in the full picture more salient than the action in the partial picture, which should facilitate shift of focus.

In summary, the four revision conditions can be seen to interact as follows. Both the object change and sentence restructuring conditions are subdivided into two levels of dramatic content. However, under the object change condition the drama is contained in part 1, while under the sentence restructuring condition the dramatic element is part of the full picture. The dramatic element emphasizes the particular part of the picture in which it is contained; under the object change condition it emphasizes the partial picture, making revision more difficult and under the restructuring condition, it emphasizes the full picture, and thus facilitates revision. In addition, the two object change conditions keep the main figure constant in the partial and full pictures, while the two restructuring conditions highlight different features in the partial and full pictures.

Scoring procedure

Thematic analysis. Thematic analysis was used to score children's protocols in terms of main focus, main character and main idea. Usually, the theme of a sentence was set in the first two or three words of the child's description. This analysis was used to compare the experimental group's first sentences to their sentences about the full picture. Themes of both sentences were compared to note whether or not the child shifted the focus of his or her sentence.

Cohesion. Halliday and Hasan (1976) have developed a coding scheme for scoring cohesion (Chapter 8.2, pp. 333-339), which has been recommended by some authors (Gundlach, 1977; Gundlach and Moses, 1976) to study cross-referencing and discourse connectedness. Their coding scheme, however, was

too elaborate to be used efficiently in scoring this study's protocols. Thus an abridged version of their system was adapted to better suit the study's needs (for a description of the categories used, see Appendix B).

Cohesion is used as an index of integration of text and also as an index of the coordination of different centrations. Thus, a child who is successful in integrating the information from partial and full pictures would perform the cognitive aspect of the task appropriately. This performance should also be reflected in his language, in unifying the information conveyed.

In general, cohesion is a set of linguistic devices which serve to express relations of meaning in a text. To be able to use these devices appropriately requires clarity of thought; relations between concepts must be clearly established before they can be translated into language. A complete cohesion analysis was thus performed on all protocols to test for integration of ideas as reflected through integration of language.

Redundancy and reference. Two specific cohesion categories derived from Halliday and Hasan (1976) were adapted to suit some of the study's more specific needs. These two variables were: first, the number of words carried over from first to second sentences, and second, the proportion of unreferenced items in sentence 2 which, when scored in context with the first sentence became referenced. For example, the following is a sentence which describes the first part of a picture: "A man and a lady were in a car the man looked miserable and the lady that was going down a hill". The corresponding sentence for the full picture is:"But then it stopped and a two truck called Jake's towing came and pulled it that's why he really looked miserabde and the wife

just kept looking at him". The number of words in sentence 2 repeated from sentence 1 is two ("looked" and "miserable"); thus, out of 28 words, the proportion of repeated words is .072. Likewise, consider the first pronoun "it" in sentence 2; when sentence 2 is scored on its own, "it" is an unreferenced pronoun since no referent precedes it in the sentence. However, when sentences 1 and 2 are juxtaposed, "it" refers back to to "car" in the first sentence and thus becomes a referenced pronoun ("he" also fallsinto this category). The proportion of unreferenced items which become referenced is thus 1.00 (2/2).

This last variable can be seen as an index of decentration; if the child above had tried to integrate the two separate parts of the picture completely, he would have been more likely to ignore his first description. Thus, these reference ties to the first description give no evidence that the author has removed himself from his prose. The proportion of common words between two sentences can also be seen as an index of decentration on a more general level. Thus, a child may write his sentence about part 1, and then repeat his sentence simply adding the new information as a description of the full picture. This, again, would indicate an unsuccessful attempt to integrate the information contained in both parts of the picture.

Generally, cohesion is seen as being directly related to the organization of ideas in a text and as indicative of the cognitive process of decentration.

Results

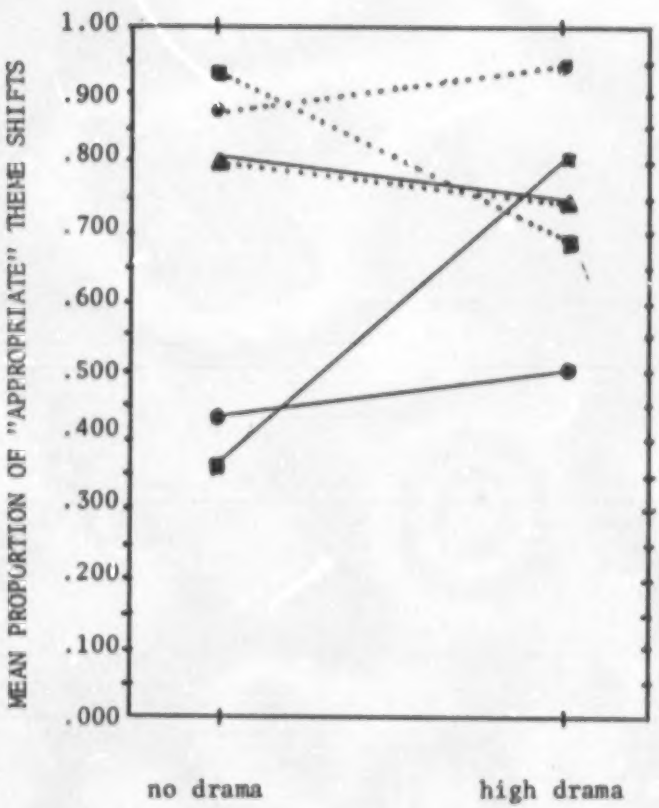
Thematic analysis

Experimental protocols were scored for "appropriate" performance regarding revision. Under the object change condition, "appropriate" performance was defined as keeping the main theme of the sentence constant. Under sentence restructuring, "appropriate" performance consisted of a switch of main theme. Overall,"appropriate" performance was scored as 1, and "non-appropriate" performance as 0.

A 3 (grade) x 2 (revision type) x 2 (drama) analysis of variance with repeated measures on the last two factors was used to test "appropriateness" of performance. Contrary to predictions, the analysis yielded no significant age main effect. There was a highly significant revision condition main effect ($F=12.273$, $df=1, 45$, $p < .001$), with the restructuring condition yielding better performance. The revision x grade interaction was also significant ($F=4.091$, $df=2, 45$, $p < .02$). There was a significant revision x drama interaction ($F=3.854$, $df=1, 45$, $p < .05$) as well as a grade x revision x drama interaction ($F=3.853$, $df=2, 45$, $p < .03$) (See Figure 1). Level of drama had no effect on performance of grade 3 and 9 subjects. There was a strong drama effect for grade 6 children, however; under the restructuring condition, their performance was slightly better when the pictures contained no drama, while under the object change condition, they did

Figure 1

Experimental subjects' mean performance on "appropriateness" of thematic shift from partial to full picture descriptions



much better with pictures containing a high level of drama.

Cohesion measures

Reliability. Scoring reliability was computed for ten percent of randomly selected protocols. Two coders scored the sentences into 16 cohesion categories (See Appendix B). Inter-observer reliability was 92.3%. In addition, the author rescored the same protocols two days later and intra-observer reliability came to 95.6%. It was thus decided that the author was familiar enough with the coding system to be the only scorer for the remaining 90% of the protocols.

Cohesion maturity. A composite measure of cohesion scores was derived using a multiple regression analysis. For this analysis, averages over four pictures were computed on each one of the 16 cohesion categories for each student. The cohesion measures were used as predictors of grade level. The variables with highest regression weights are given in Table 1. The remaining eight variables were dropped from further analyses because they made no significant contributions to the predicted variable.

Four predicted grade level scores were computed for each subject, using the equation derived from the multiple regression analysis.

Separate scores were calculated for each sentence subjects wrote (4 per subject). A 3 (grade) x 3 (group) x 2 (revision condition) x 2 (drama) analysis of variance was used to test these derived predicted grade levels, or indices of cohesion maturity. (This term reflects

Table 1

Regression weight coefficients for cohesion measures

Cohesion variable	Beta weight	F
General item and superordinate (LU/G)	.242	12.525
Adversative conjunction (CV)	.158	5.052
Temporal conjunction (CT)	.212	9.404
Substitution/ ellipsis (S/E)	.228	10.359
Causal conjunction (CC)	.225	10.584
Positive demonstrative reference (RD+)	.286	16.179
Unreferenced "the"s (RN)	-.091	1.646
Negative pronominal reference (RP-)	-.110	2.349

Note. The regression constant derived for the set of variables included above was 4.95.

Note. The regression equation derived with the above variables and used to compute predicted grade levels was the following: PGRADE= 4.95 + 334.18 LU/G + 88.83 CV + 85.81 CT + 75.18 S/E + 62.64 CC + 46.03 (RD+) - 5.20 RN - 17.81 (RP-)

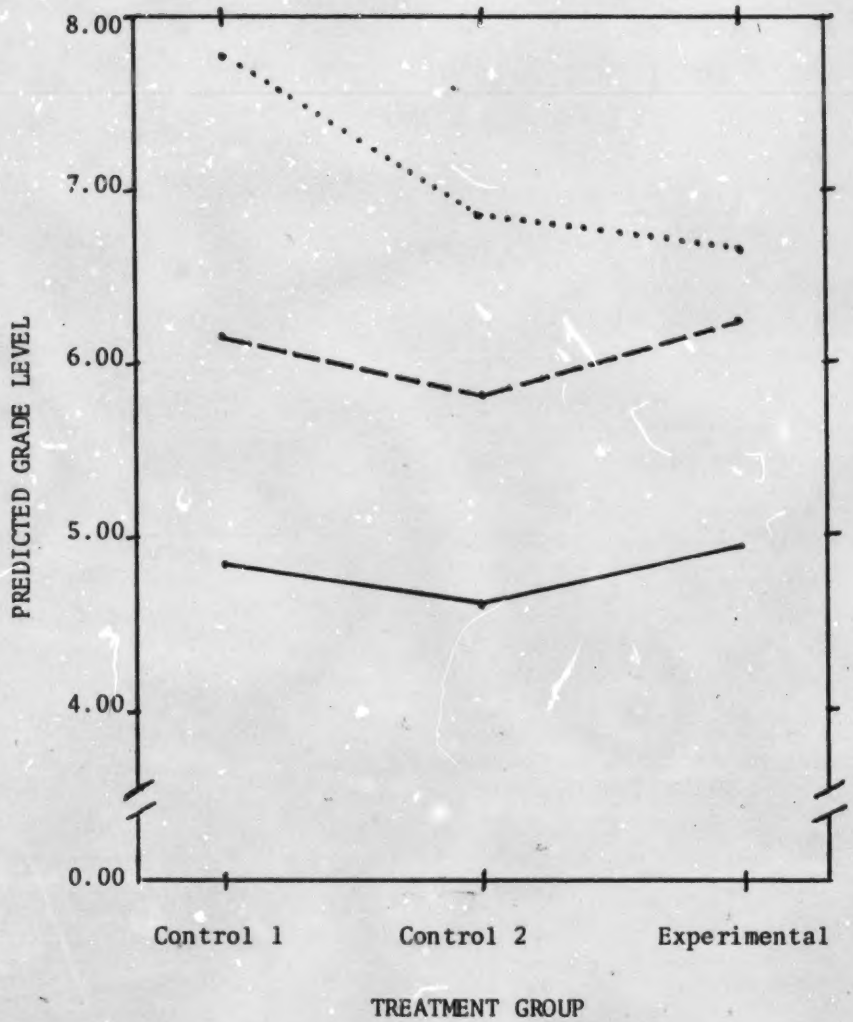
the fact that individual cohesion measures were used as predictors of age). Significant age effects were expected, since the predicted grade level scores were derived using age. A highly significant age main effect was obtained. ($F=46.167$, $df=2, 135$, $p < .001$). When grades were compared in pairs, all individual comparisons were significant. Subsequent pair-wise F-tests were used to compare the three treatment groups (control group 1, control group 2, experimental group) as the first analysis revealed an almost significant group main effect ($F=2.341$, $df=2, 135$, $p < .10$). Control group 1 had a significantly higher cohesion maturity score than control group 2 ($F=4.504$, $df=1, 135$, $p < .04$). No other two groups were different from each other (See Figure 2). The two repeated measures factors, i.e. revision type and drama, had no effect on cohesion maturity.

Experimental group findings

Reference. The dependent measure for this analysis consisted of the proportion of words which, in sentences about the full pictures were unreferenced, but when scored in context with the sentences about the partial pictures became referenced. A 3 (grade) x 2 (revision type) x 2 (drama) analysis of variance was used to examine this variable. Again, no age effects were found. There was, however, a highly significant revision condition main effect ($F=28.354$, $df=1, 45$, $p < .001$), in which the object change condition allowed for more words to be scored as having a referent (See Figure 3).

Figure 2

Average predicted grade levels
derived from cohesion variables



Redundancy. A measure of redundancy was obtained by calculating the proportion of words in the subjects' second sentences which were repeated from their first sentences . A 3 (grade) x 2 (revision type) x 2 (drama) analysis of variance was used to test this measure. Again, there were no age differences. There was a highly significant revision main effect ($F=12.595$, $df=1, 45$, $p<.001$) where more words were repeated under the object change condition than under the sentence restructuring condition. The drama effect approached significance ($F=3.163$, $df=1, 45$, $p<.08$), with the dramatic condition having a greater proportion of repeated words (See Figure 4).

Figure 3

Proportion of unreferenced pronouns and articles
in sentences about full pictures becoming referenced
when scored in context with sentences about partial pictures
Experimental subjects

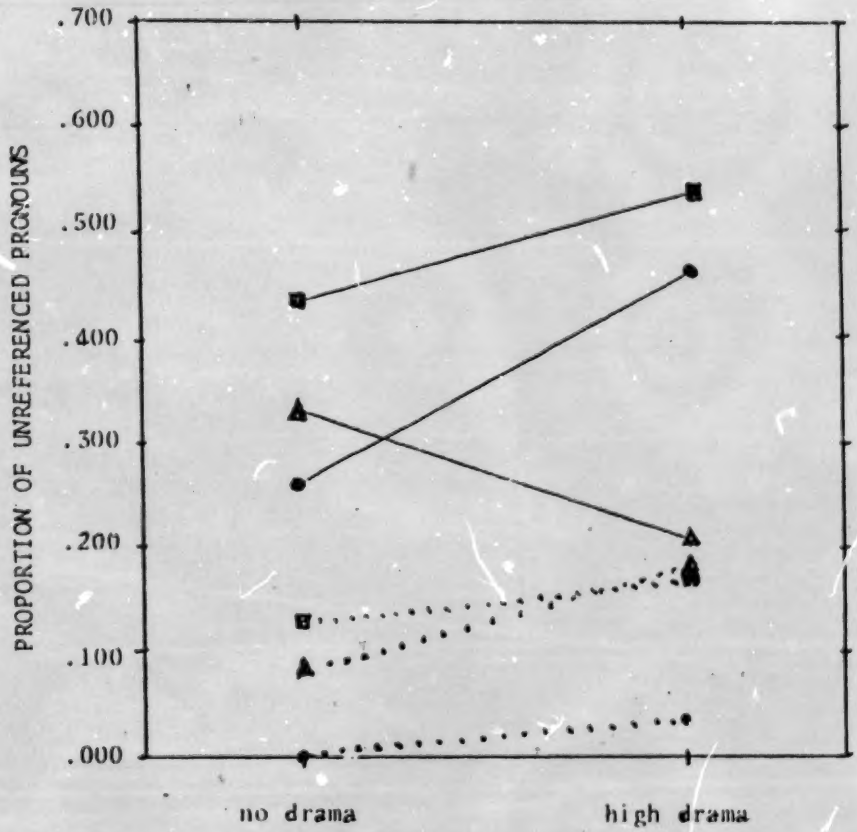
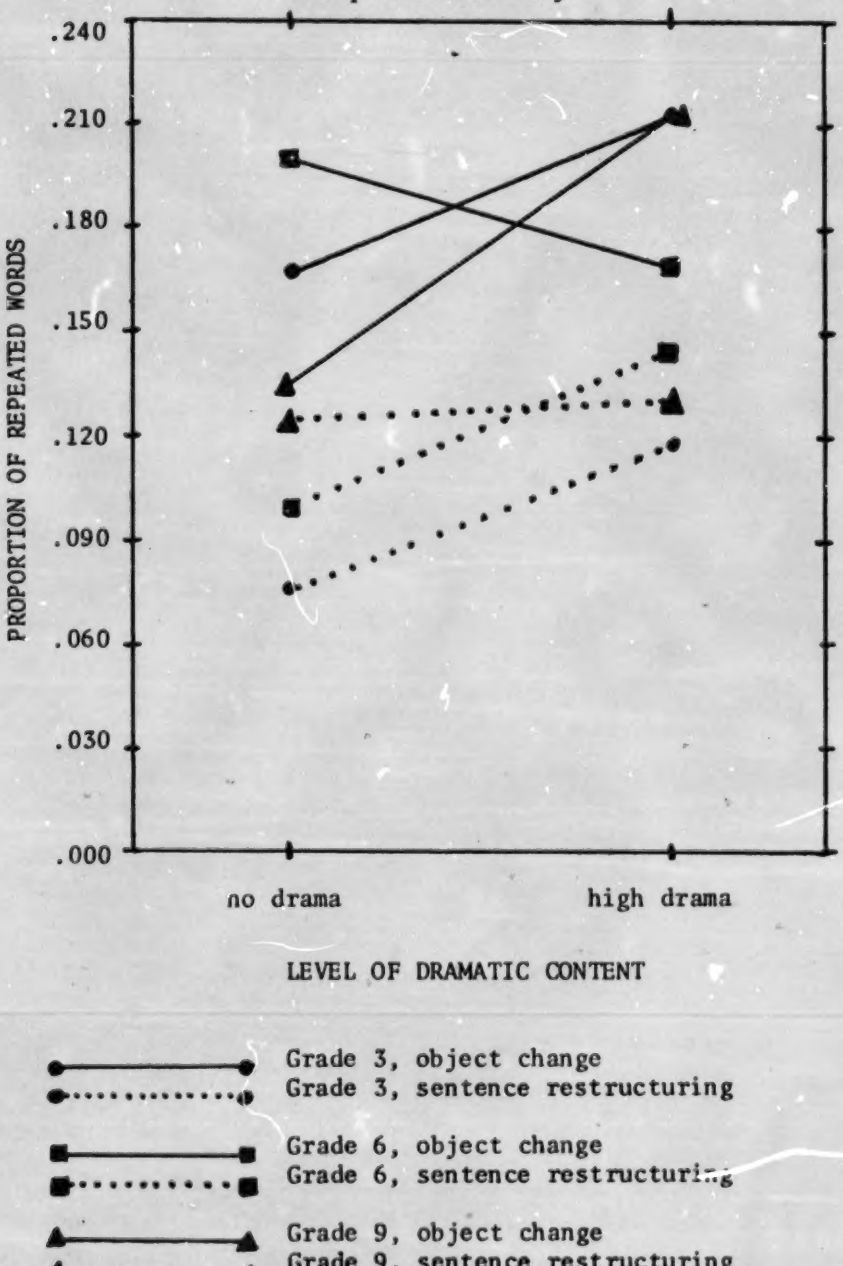


Figure 4

Proportion of words repeated from original sentences
to sentences about full pictures
over total number of words in sentences about full pictures
Experimental subjects



Discussion

Thematic analysis

Thematic analysis dealt with how well the experimental subjects changed the main idea of their sentences. Although no age main effect was found, children from the three grades performed differently under the four conditions. This was revealed in the significant grade x revision and grade x revision x drama interactions (See Figure 1). Overall, the restructuring condition led to "better" performance which can be explained in terms of saliency factors. It will be recalled that the restructuring condition allowed for changing the whole sentence, while the object change condition allowed for maintaining the same subject but changing verb and predicate. Thus, "appropriate" performance under the restructuring condition is more easily generated with a simple switch in "centrations". Children can look at part 1, write about it and then dismiss it; they can then look at part 2, which can actually be seen as a whole in itself, and write about it while completely ignoring part 1. They cannot use this strategy successfully under the object change condition however, since the main figure in the partial picture is also the main figure in the full picture, and thus cannot be dismissed as irrelevant or insignificant. There is thus less need in the restructuring condition to attempt integration of part and whole. This can be seen in the following grade 3 protocol; for part 1 of a restructuring

picture, the child writes: "Two cars are going down a hill" and for the whole picture: "There is a jam" (Protocols number 310131121 and 310031121); for an object change picture, this same child writes for part 1: "Two people are crossing the road and there is a special on at Dominion" while for the full picture he writes: "Now the bag ripped and all the shopping things fell out" (Protocols number 310130111 and 310030111). It can be argued that this child is using the same strategy under the two conditions, namely, "write about part 1 then write about part 2". In the case of the restructuring condition, this strategy leads to "appropriate" performance. However, under the object change condition, this usually leads to changing the subject of the sentence, which is an "inappropriate" change in main focus.

Thus grade 3 children seem to have no problem in switching centrations (focus on A, then focus on B); where they break down however, is in the integration of these centrations. Thematic analyses thus provide little evidence that they attempt integration of part and whole.

Grade 9 children seem to have mastered both object change and restructuring tasks equally well. They swich subject when "appropriate" and maintain subject while switching only verb and object when "appropriate". One child writes for part 1 of an object change picture: "A lady has just come out of a Dominion super-market with a bag full of groceries. When she started to walk away from the store, a truck was backing up right into her. You could tell she was frightened" (Protocol number 911130212). This subject's revised sentence: "A lady has just come out of a Dominion

super-market with a paper bag full of groceries and just as she started to cross the street the bag ripped and the groceries fell" (Protocol number 911030212). Thus, this subject preserves the original form of the sentence describing the full picture and changes only what is needed. Furthermore, the two descriptions are self-contained, i.e. there is no need for the reader to refer back to the first sentence in order to understand the second.

Grade 6 children as expected, performed at an intermediate level. Moreover, they are the only group who performed differently under the two levels of dramatic content. Overall, they seem to do well under the restructuring condition; however, their performance shows a major split under the object change condition. They do as poorly as grade 3 children when the pictures involve no drama, but do as well as grade 9 subjects when the pictures contain a high level of drama.

However, under the object change-high drama condition, their performance is elevated. Thus, out of nine children who seemingly performed "well", i.e. did not change the subject of their sentence, four or nearly half did not reformulate their sentence to integrate information from parts 1 and 2. For example, one child writes for part 1 (object change-high drama): "A boy saw in the paper that killer bees attack Toronto", and for the full picture: "A boy looks in a paper and saw that killer bees were to attack instead he sat on a tack" (Protocols number 625130622 and 625030622). Unlike sentences written by grade 3 children, this type of sentence reflects a first attempt at integration, though not

a very successful one. Integration for these children seems to consist of adding to their first description a clause describing the incongruent information. Grade 9 pupils, on the other hand, manage to integrate their sentences at a higher level and incorporate the new information into a well-formulated sentence about the full picture.

The one condition that seems to be most difficult for grade 6 children is the non-dramatic object change. Their performance here is as low as that of grade 3 children. One child wrote the following sentence about part 1: "A woman and a girl just walk out Dominion with their grocery. They are having a sale at Dominion". The same child writes about the full picture: "The paper bag wreck and the grocery fell out of it. The woman lost her grocery" (Protocols number 603130111 and 603030111). Thus, again, a first attempt at integration can be seen. Had this child reversed the order of the two sentences in description two, his performance would have been scored as "appropriate", since there would have been no change in theme from first to second description (A woman; the woman). The difference in performance between grades 3 and 6 thus appears to be the following: grade 3 children center on one part, center on a second part and then stop; grade 6 children take the process one step further: they go back to part 1 and usually add it to their second sentence as an afterthought. Grade 9 children seem to have mastered in their revision strategies the back and forth process Inhelder and Piaget (1958) describe as decentration. They center on part 1, then on part 2, and integrate these two parts into a whole which they then proceed to describe.

Cohesion maturity

The results of the cohesion analysis in general confirm findings from the thematic analysis. As expected, children's language was more organized at the higher grades.

There was an interesting, though not significant interaction between grade and group. Referring to Figure 2, the pattern of performance in grades 3 and 6 is very similar, with control group 1 and experimental subjects doing as well, while control group 2 performance is lower. In grade 9, control group 1 performs best, while performance is lower for control group 2 and experimental group subjects.

It can be argued that for grades 3 and 6, control group 1 and experimental group subjects perceive their respective tasks as very similar. In other words, both groups of subjects see a picture and write about it. The results of the thematic analysis show that experimental group children from grades 3 and 6 tended to center on one part of the pictures, write about it, then focus on part two and write about that. It could thus be said that these children simply saw their task as writing about eight pictures, while control group 1 children wrote about four. If this is the case, there is no reason to expect that the quality of their individual descriptions should differ.

Control group 2 children, on the other hand, were forced to think about the partial pictures without ever committing their thoughts to paper. Thus, they had no dismissal outlet for any sentence they might have constructed about the partial pictures. This may have contributed

to the lack of integration of their sentences. They may have perceived the task as demanding integration of ideas, which may have caused their performance to break down at the linguistic level.

This hypothesis is further supported when grade 9 performance is examined. It is clear from the thematic analysis that these children know what the task requires cognitively. Thus, they can integrate information from the two parts of the picture very well. The language they use to do this, however, is not as sophisticated as that of their control group 1 peers, who have no interference from previous information when they write. The perception of task demands thus seems to be one of the main determinants of cohesion maturity. Another factor involved may be that interference from handling the cognitive aspect of the task well causes a breakdown at the linguistic level. This could be due to an overloading of mental processing capacity, indicated by the inability to handle all aspects of the task simultaneously.

Cohesion as an index of decentration

Reference. Again, the results of this analysis are in agreement with the rest of the findings.

First, unreferenced items were scored as referenced much more often under the object change condition. This can be explained in light of the previous findings about the two revision conditions.

Under the restructuring condition, it was found that children easily refocus their attention onto the full picture. In fact, children at all three grade levels perform very well. The object change condition

seems to be much more difficult, especially for grades 3 and 6. Consider the following grade 3 protocol (non dramatic-object change) describing part 1 of the picture: "The boy is scared of the bee. The boy might get stung" (Protocol number 343130511), and his sentence describing the full picture: "He sat on a tack and the bee was just there" (Protocol number 343030511). In the second sentence, there are two words, a pronoun and an article which have referents when the second sentence is read immediately after the first one. When the second sentence stands on its own, however, they are unreferenced.

Clearly, children who write sentences such as the above have no difficulty in noticing the added information in the full picture. Thus, they shift "centrations" properly. What they fail to do however, is to integrate these centrations into a sentence that stands on its own in describing the full picture. Several examples of this sort can be found among grade 3 and 6 protocols. Thus, misuse of reference to previous language seems to be a common occurence at the lower grade levels.

Children in grades 3 and 6 fail under the object change condition in two ways. First, they completely switch the focus of their second sentence to the new information given in the full picture. For example, part 1: "The girl is goin to get run over" and full picture: "The eggs are going to falling. The cat food is falling. The corn is falling" (Protocols number 327130212 and 327030212). Thus, they tend to ignore the first part completely when writing about the full picture. Second, when they do attempt to integrate their ideas the language they use fails to yield

cohesive prose. This was illustrated in the discussion of reference (Protocols number 343130511 and 343030511, p. 46 above).

Redundancy. The final measure used to analyze the experimental group's sentences was the proportion of words in sentence 2 carried over from sentence 1. Again, revision condition had a significant effect. Thus a much greater proportion of words was repeated under the object change condition than under sentence restructuring. This can be explained by task demands. "Appropriate" performance under the object change condition leads to keeping the subject of the sentence constant. It will be recalled that grade 9 children do this correctly. Thus, at least some of the words they repeat from sentence 1 to sentence 2 include grammatical subjects.

As for the younger age groups, these findings do not lead to modification of any earlier interpretation. These children do as well as grade 9 under the restructuring condition; there is thus no reason to expect that they should be more redundant.

Description of grade 6 children's performance under the thematic analysis revealed that, in their attempt to integrate information in the partial and full pictures, they often repeated their first sentences and simply added the new information. These findings are thus in complete agreement with the present redundancy results.

The higher proportion of repetitions for grade 3 children under the object change condition is also consistent with previous descriptions of these children's performance.

Summary and conclusions

In general, the results of the present study suggest that ideational revision is by no means a simple process. It is only by grade 9 that children seem to be able to integrate their ideas well enough to write cohesive prose.

One of the most important findings was that even when conditions for revision are optimized, young children cannot handle all aspects of the revision process simultaneously. Thus, they either fail to integrate information cognitively and write discrete descriptions of old and new information, or they make an attempt at integration which is constrained by their level of linguistic competence.

Since the protocols were only one or two sentences in length and the changes in ideas were all simple and obvious, the information processing load can be presumed to have been much less that that normally encountered in major revision of written compositions. Therefore, it may be predicted that the problems of focus and cohesion implied by experimental task performance would be greatly aggravated in revision of longer and more complex texts. Thus the present results suggest that the apparent disinclination of students to undertake substantial revisions may be due in part to their inability to handle secondary problems of focus and cohesion, which must be handled if the revised text is to hold together and reflect the writer's intentions.

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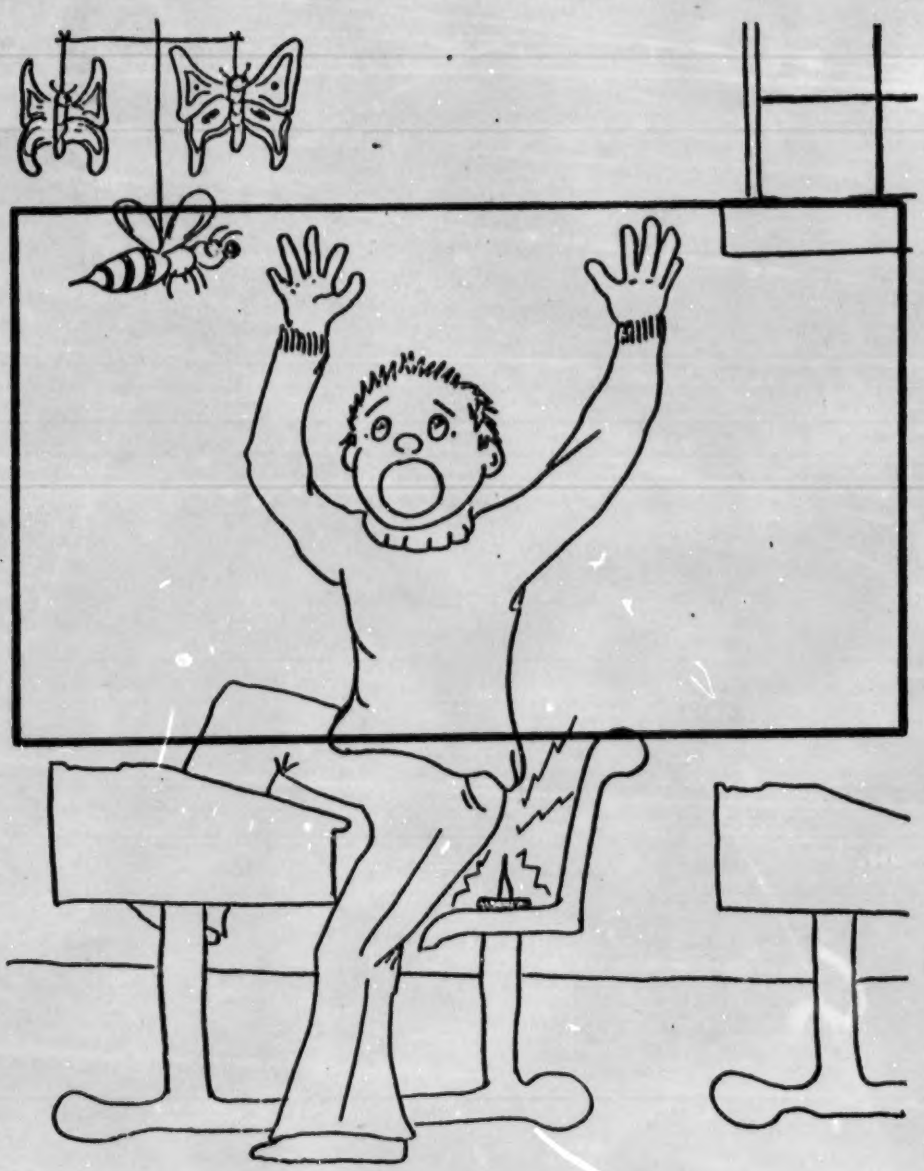
Watts, A.F. The language and mental development of the child. London: Harrap, 1944.

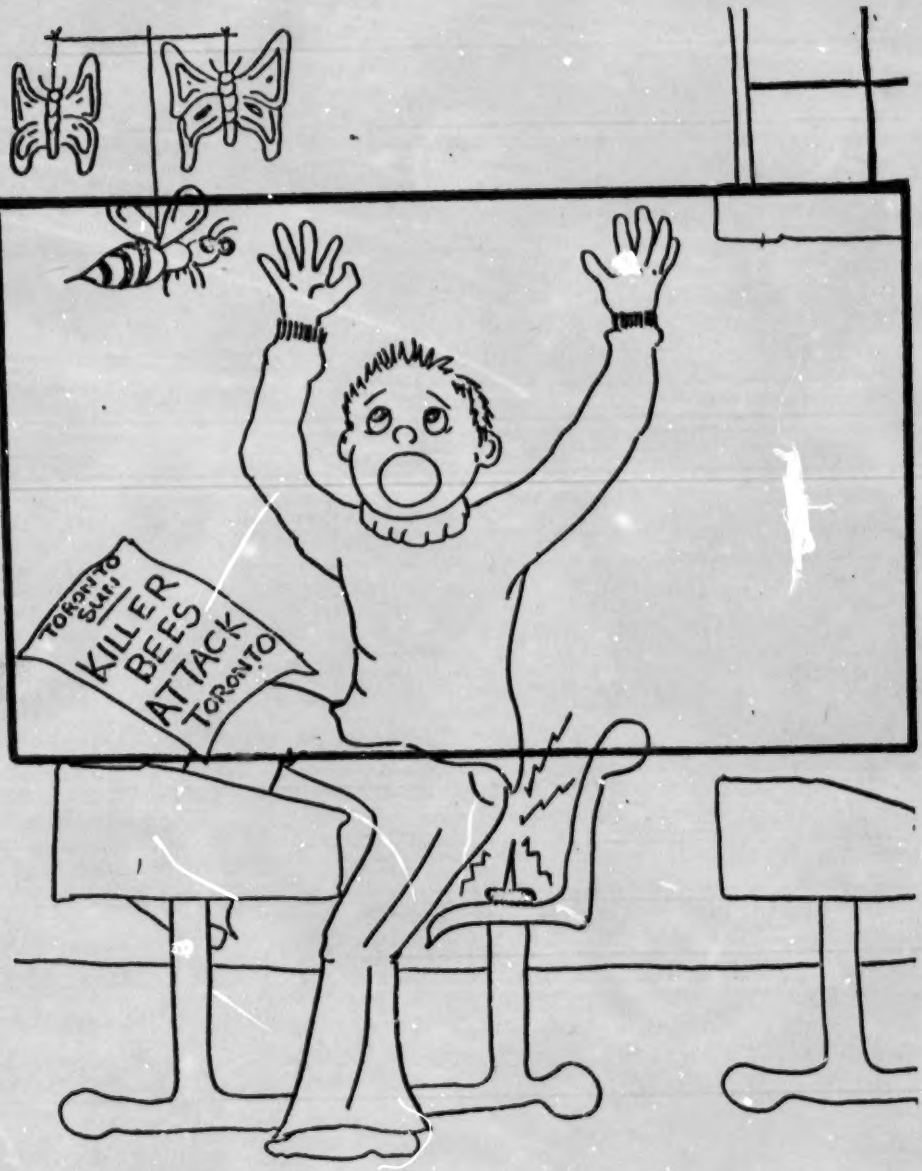
Appendix A

Set of stimulus materials

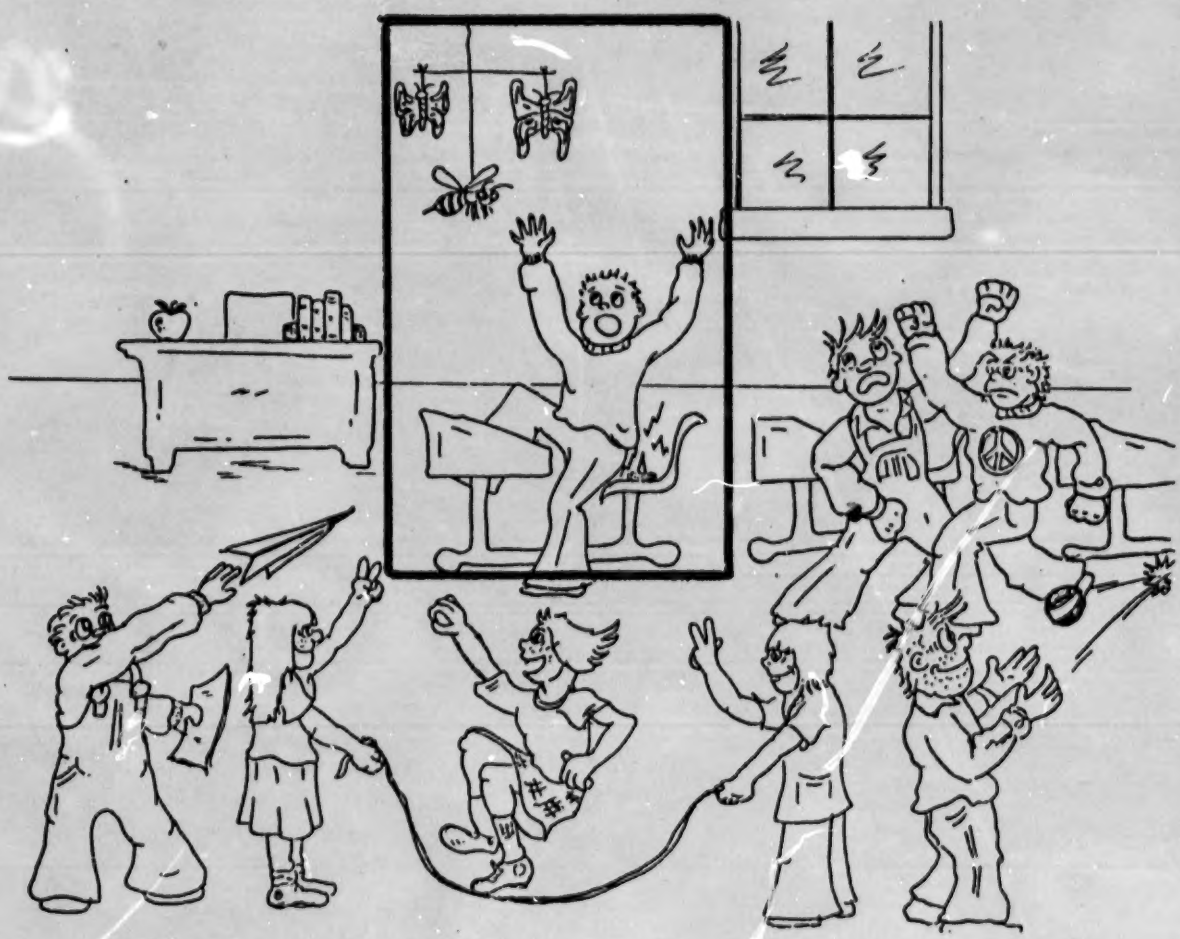
*In each of the following illustrations, the partial picture has been outlined



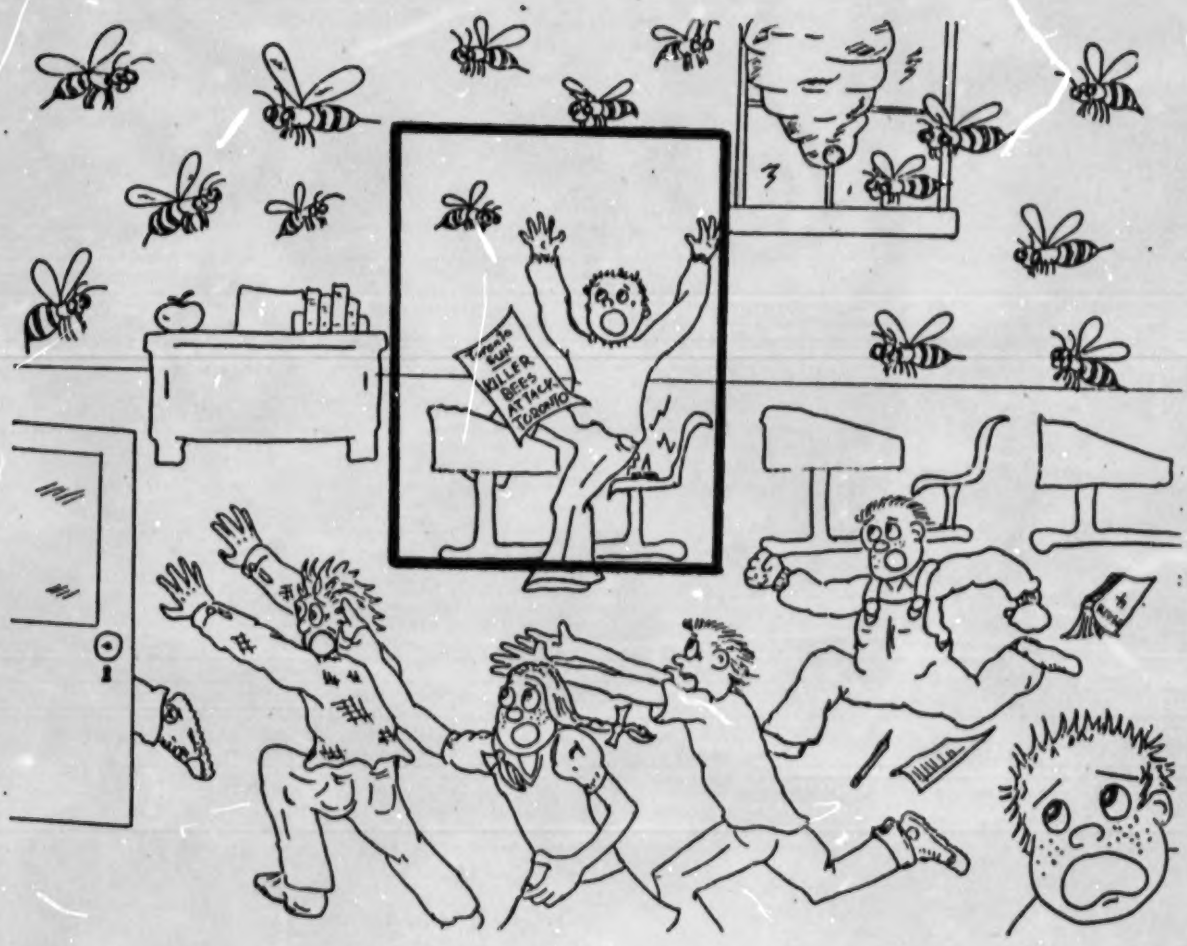
Object change-no drama



Object change-high drama



Sentence restructuring-no drama



Sentence restructuring-high drama

Appendix B

Description of cohesion variables[a]

Reference

Referential cohesion includes words which, instead of carrying their own meaning, refer to something else for their interpretation.

Speech roles. Elements which refer to something/someone outside the text, specifically to the writer.

Examples: "I think this picture is about"...

"My mother went to the grocery store".

Pronominal reference.

With referent inside the text.

Example: "A boy is sitting on a tack. He is in pain."

With referent outside the text.

Examples: "He is sitting on a tack."

"Their car is being towed."

Demonstrative reference.

With referent inside the text.

Example: "A woman is walking out of the grocery store. This (or the) woman is dropping her groceries".

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[a]Cohesion variables were adapted from Halliday and Hasan (1976).

With referent outside the text.

Examples: "There is a traffic jam there".

"That boy is making a building."

Unreferenced "the".

Example: "The man is walking into the nursery school and the children are scared but the teacher is reading."

Substitution and ellipsis.

Both occur within a text. Substitution is the replacement of one item by another, and ellipsis is the omission of an item. While reference is a semantic type of cohesion, substitution and ellipsis are grammatical.

All cases of substitution and ellipsis were coded under one category, because they were infrequent. The subcategories include:

Nominal substitution.

Example: "Children are playing in a classroom. The one wearing overalls is playing ball."

Verbal substitution.

Example: "A woman dropped her groceries. The little girl with her seems happier than the woman does."

Clausal substitution.

Example:" There is a beehive in the classroom or so it seems."

Nominal ellipsis.

Example: "Two children are skipping and two are playing ball."

Verbal ellipsis.

Example: "The little girl is laughing but the woman isn't."

Clausal ellipsis.

Example: "The car is being towed and the driver is telling us why."

Conjunction.

Conjunction is another type of grammatical cohesion. Conjunctive elements express meaning which presupposes the presence of other elements in the text.

Additive conjunction. Includes words such as and, nor, or, or else, furthermore, in addition to, that is, thus, e.g., in other words, likewise, etc.

Example: "The boy was playing with his construction set and some children were listening to the story."

Adversative conjunction. Includes words such as yet, though, only, but, however, rather, in any case, anyhow, etc.

Example: "There was an earthquake but nobody was hurt."

Causal conjunction. Includes words such as so, therefore, for, because, then, under the circumstances, otherwise, etc.

Example: "The children were running out of the classroom because the bees were chasing them."

Temporal conjunction. Includes words such as then, next, before that, first...then, at once, soon, meanwhile, at this moment, until then, etc.

Example: "The boy was about to sit on a tack; at that moment a bee flew into the room."

Other conjunctions. Include words such as now, of course, well, anyway, surely, after all, etc.

Example: "The boy screamed out in pain; surely it could be understood, as he had just sat on a thumbtack."

Lexical cohesion

Lexical cohesion represents the cohesive effect achieved through selection of vocabulary.

Same item (repetition).

Example: "A woman and her child are walking out of a grocery store. The woman dropped her shopping."

Synonym.

Example: "There was a collision on the highway. Nobody knew the cause of the pile-up."

Superordinate and general item.

Examples: "All the children were playing different games. Some were skipping and others were playing ball." (superordinate)

"The woman dropped the corn, the eggs and the milk. All the things she had bought were scattered on the ground." (general item)